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ABSTRACT

Intended to promote development and improvement in schools offering diploma programs in nursing, this guide presents selected principles and suggestions regarding different considerations that should be taken into account when making operational decisions. Principles and suggestions are presented for: (1) Philosophy and Objectives, (2) Administration and Organization, (3) Faculty, (4) Students, (5) Curriculum, (6) Resources, facilities, and Services, and (7) Evaluation. A selected bibliography of books relating to each topic is included. (SB)

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**A Guide for Diploma School
Improvement**

NATIONAL LEAGUE FOR NURSING

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Department of Diploma Programs

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PREFACE TO THE SECOND EDITION

The guide materials presented in this document are the outcome of almost two years of work on the part of the staff of the Department of Diploma Programs. As with the first edition, particular emphasis was placed on relating the content to the currently approved criteria: *Criteria for the Evaluation of Diploma Programs in Nursing*, published in 1969. In the course of the work period, the revision of format as well as of content was undertaken in the interest of eliminating unnecessary repetition and adding appropriate new guidelines. The sections headed "Some Questions for Self-Evaluation" contained in the first edition were eliminated because it was found that they no longer served a significant purpose. The updated selected bibliography may be compared to the visible part of an iceberg. Hundreds if not thousands of other appropriate and informative references in the areas of general education and nursing education exist but could not be included. However, the bibliographies contained in the materials listed will open up the literature further. The revised editions of older works and the recently written materials contained in the selected bibliography merit the attention of faculty members of the school of nursing interested in effective improvement.

—NLN Department of Diploma Programs

PURPOSE AND USE OF THE DOCUMENT

The purpose of this guide is to promote development and improvement in schools offering diploma programs in nursing. Therefore, it is designed to serve as an introductory document on the topics of philosophy and objectives, administration and organization, faculty, students, curriculum, resources, facilities, services, and evaluation.

The content includes selected principles and suggestions regarding the different considerations that a faculty might take into account as it makes operational decisions and implements the various aspects of the school and its diploma program.

The purpose and the content, therefore, indicate that this document should not be viewed as a comprehensive treatise. The faculties of schools of nursing committed to keeping abreast of the advances in the fields of education, medicine, nursing, health, and administration will need to use, in addition to this primer, a multitude of more definitive references in order to develop and maintain an educational institution that prepares individuals capable of meeting the nursing needs of our dynamic society.

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PHILOSOPHY AND OBJECTIVES

Two elements are fundamental to the operation of a school of nursing: a philosophy of education and a statement of objectives. A philosophy of education becomes a reality after a careful, critical, and systematic intellectual endeavor to see education as a whole and as an integral part of man's culture. The preciseness of the beliefs evolved will vary with the point of view of the delineators. Philosophy applied to the process of nursing education can be used as a basis for the general determination, interpretation, and evaluation of pertinent educational matters. Objectives, in any instance, are aims, ends, or purposes of a course of action. In education, the school objectives are goals, or behaviors, that the students seek to achieve by means of a purposeful educative process.

It is essential that the faculty of a school of nursing, after study, discussion, and consensus, stipulate the beliefs that collectively identify its philosophy and specify the educational objectives that realistically can be achieved. In order to initiate consideration of these responsibilities, a faculty must have a clear understanding of the philosophy and the educational objectives of the body that exercises legal authority for the school. Only with this background of information will it be possible for the faculty to: (1) develop a school philosophy and school objectives that are in harmony with the beliefs and purposes of the governing body and (2) determine how the school can contribute to these purposes and, at the same time, offer an educationally sound diploma program in nursing to its students.

A further consideration that must be recognized by the faculty is that the philosophy gives direction in developing objectives and in determining policies, procedures, and activities—in fact, all aspects of the school and its concomitant services.

The development of a philosophy of education must involve the faculty of the school in a thorough exploration of the major theories of learning with a view to formulating a concept of learning and to outlining the principles of the teaching-learning process. Investigation of aspects of educational psychology, such as readiness for learning, motivation, and transfer of learning, as well as consideration of other conditions requisite for learning, must also take place.

The concept of learning that the faculty accepts influences the philosophical base of the school. Not only does it govern such fundamental factors in the educational process as the selection of curriculum content, the guidance of learning experiences, the choice of instructional methods, student-teacher relationships, and the atmosphere in which learning takes place but it molds attitudes toward people and responsibilities and affects opportunities for personal and professional growth on the part of both faculty and students.

In the field of nursing education, it is important that the philosophy indicate not only the belief held about nursing and how the profession meets its special obligation to society but also how the school offering a diploma program in nursing contributes to the fulfillment of this obligation.

The statement of philosophy must be realistic and take into consideration the previous education and experience and the potential for growth of students who choose the diploma route to nursing, the capabilities of the faculty, and the assets and the limitations of the educational and other resources of the school.

The philosophy must be expressed with sufficient clarity and specificity to provide direction and to identify essential concepts such as what nursing is, what education is, how students learn, who assumes responsibility for directing the learning experiences, and what atmosphere is most conducive to learning.

The philosophy should be reviewed and revised periodically in the light of new trends in nursing and education and new insights into human behavior, as well as from the standpoint of the changes in contemporary life and thought that profoundly affect the processes of education.

The faculty must identify the objectives specific to the school. Although students' experiences in a school of nursing could lead to many possible outcomes, it is the responsibility of the faculty to determine those that are possible of realization within the time planned for the diploma program and with the resources and supportive services available for its implementation.

The objectives need to be comprehensive in scope, because from them stems the multifaceted structure of the school. They provide the base for determining the content of the curriculum, the resources, and the facilities the school must provide, and they influence the requirements established for the admission of students and the appointment of faculty. They serve as a guide in developing supportive services and policies affecting students and their activities outside the curriculum, and they also provide a base for the construction of evaluation devices.

School objectives should indicate the changes in behavior that are expected to occur in the individual who has undergone the process of nursing

education and participated in the supportive services of the school. They must be stated clearly and explicitly, and they must:

1. Specify the expected behavioral changes relative to knowledge, abilities, attitudes, and appreciations.
2. Identify the competencies expected at the time of graduation.
3. Indicate the kind of position in which the beginning registered nurse is expected to function.

Since school objectives determine the direction the school and the diploma program are to take, it is important that all faculty members understand, accept, support, interpret, and clarify them. This applies especially to those faculty members who, as part of their position or school responsibilities, determine and implement the curriculum and level objectives, develop objectives and select content and learning experiences for particular courses within the levels, and implement the supportive services provided by the school.

The objectives should be reviewed and revised periodically in the light of trends in science, nursing, medicine, and other health professions and of the changes in the cultural and social milieu that strongly affect the way in which nurses function.

Finally, the faculty must assume responsibility for promoting full understanding and acceptance of the philosophy and the objectives through continuous interpretation to all who are directly or indirectly involved in the school—for example, members of the governing body, hospital administrative officers, nursing service personnel, instructional personnel in cooperating institutions and agencies, medical and allied health groups, new faculty, students and their families, and the general public.

ADMINISTRATION AND ORGANIZATION

The pattern of administration and organization of a school that offers a diploma program in nursing is influenced by three factors: the single-purpose character of its educational mission, the type of control, and the principal source of financial support. This kind of school is usually under the control of a hospital, which may be supported by either private or public funds. However, some schools are independently incorporated and receive financial support from either the private or the public sector of the community. Administration in education involves the direction, control, and management of all matters pertaining to the school, including business administration, since all aspects of the school operation may be considered as being carried on for educational ends. Faculty and school personnel, students, services and activities, curriculum, instructional aids, and guidance are usually classified as aspects of school administration most directly related to the instructional process. Business administration, on the other hand, relates to those aspects of the operation of the school that are primarily concerned with the management of financial matters and the provision of proper working facilities in terms of materials and equipment required for education. The organization of a school has two aspects: formal and functional. The formal aspect is characterized by a plan of organization that can be represented by an organizational chart showing lines of authority and responsibility. The functional aspect involves a plan of school management based on a clear formulation of the objectives of the school and the operations required to meet these goals. This plan is implemented by school personnel chosen for their ability to perform the operations that contribute to the realization of the objectives.

Authority for the conduct of a school of nursing is usually granted by the charter in the articles of incorporation or by the bylaws of the controlling institution.

The ultimate control of a school of nursing is vested in a governing body responsible for the determination of general goals and policies. The governing body implements its responsibilities through definitive actions that reflect an understanding of the philosophy and objectives of the school. For example, it selects or approves the selection of the administrative officer of the school; it empowers the administrative officer of the school

to enter into agreements with cooperating institutions and agencies; it finances the operation of the school by approving its budget or financial plan and by approving major capital improvements; and it authorizes the granting of the diploma to those persons recommended by the faculty of the school. The governing body of a hospital-controlled school delegates the authority and the administrative responsibility for the school to the director of the school through the chief administrative officer of the hospital. The governing body of an independent school delegates the authority and the administrative responsibility directly to the director of the school. In both instances, it is the school's administrative officer and the faculty who have primary responsibility for developing policies and procedures relating to the planning, the organizing, the implementing, and the evaluating of all aspects of the school and its diploma program.

The formal and functional aspects of the overall organizational plan for the school of nursing should be understood by all persons involved directly or indirectly in the operation of the school and the implementation of its diploma program. The specific elements of the plan, such as lines of authority and responsibility, lines of communication, and relationships between and among individuals and groups, will form different patterns in different schools; therefore, a clear exposition—set forth both in writing and diagrammatically—is essential to correct utilization of the overall plan of organization. The plan should indicate how individuals and groups within the school stand in relation to one another and in relation to the governing board, to the advisory committee (if there is one), to nursing service in the controlling or major hospital facility, and to cooperating institutions and agencies. Such relationships may be direct, advisory, coordinative, cooperative, or contractual in nature. All school personnel—administrative and instructional—should have at their disposal materials that will help them to understand their place in the organizational plan and to whom they are responsible.

The director, as chief administrative officer of the school, must provide leadership within the institution and share responsibility for the definition and attainment of objectives, for administrative action, and for the operation of the communications system that links the components of the school community. The director has a special obligation to innovate and initiate in terms of planning for school progress and growth. It is the duty of the director to see to it that the standards and procedures in operational use within the school conform to the general policy established by the governing body and to standards of sound educational practice. Such educational leadership should come from the director or the associate or assistant director, depending upon the organization of the school. The authority

delegated to the director must be commensurate with the responsibilities and functions inherent in the position. In a school of nursing organized as an independent entity, the director is directly responsible to the governing body. In the case of a hospital-controlled school, the director may communicate with this body through the chief administrative officer of the hospital or directly with the governing body when it is considering matters related to the school of nursing.

It is necessary that the governing body provide those financial resources for the school that will assure continuity of a sound educational endeavor. The costs should be known to the faculty and to the administrative officers of the school.

A school of nursing should have its own identifiable budget or financial plan, drawn up and approved by the appropriate administrative group, even if the school is a part of a larger organization. The director, with the assistance of appropriate personnel, plays a major role in the organization of the budget. This role involves several responsibilities: estimating the total cost of operating the school for each fiscal period; consulting the faculty on budgetary recommendations; participating in the drafting of the budget; recommending and interpreting it to the appropriate authorities; controlling it after it is approved by use of an appropriate system of records; and reviewing financial reports routinely in order to be able to anticipate needed revisions and request such action as is required.

Use of a standard accounting system is desirable. The system should provide for a periodic cost analysis of the total activities of the school. Data that are essential parts of the cost accounting mechanisms should be collated and records should be maintained.

When additional resources, either clinical or instructional or both, are deemed necessary to implement the curricular offerings of the school, a cooperative relationship must be established between the school of nursing and other appropriate institutions, such as colleges, universities, and hospitals. The relationships developed and the arrangements formalized affect the organization of the curriculum and the quality of all of the course offerings.

When the cooperative endeavor involves instruction in one or more courses, the school of nursing must retain primary responsibility for all of the course offerings of the diploma program and for the quality of the offerings. The school also has responsibility for selecting a cooperating institution that meets recognized educational standards, for determining whether the courses a cooperating institution is willing and able to provide meet the school's requirements for conferring the diploma in nursing, and for verifying the qualifications and the competence of the personnel who will

provide instruction. Two additional factors contribute to the establishment of an effective cooperative arrangement. These are:

1. The school of nursing and the cooperating institution are in close enough proximity to permit joint study and planning and meetings and conferences of administrative and instructional groups.
2. The school of nursing interprets fully the objectives and the requirements of the diploma program, so that the cooperating institution has a clear understanding of the scope and the limitations of the arrangement.

It is imperative that thorough joint study of all aspects of the relationship and appropriate planning for implementation precede formalization of the arrangement between the school of nursing and the cooperating institution. Special considerations of a cooperative arrangement that provides for another institution's assuming responsibility for all aspects of a course or courses should include the following.

1. Each institution provides separately for competent leadership, sound financial support, and appropriate educational facilities and resources.
2. Both institutions understand the financial obligations involved in establishing the arrangement.
3. Each institution promotes inservice growth of instructional personnel, understanding of each other's methods and viewpoints, and continual improvement of the quality of education.
4. Both institutions understand that the course or courses provided are required parts of the diploma program and must contribute to the attainment of the objectives set by the school for its curriculum.
5. Both institutions see to it that the total course load—hours of instruction (theory and laboratory) and preparation for assignments—carried by the students during a term, a semester, a trimester, or a quarter is reasonable and compatible with sound educational practices.
6. Each institution understands that its library holdings and services must be sufficient in quantity and quality to assure optimum assistance and use.
7. The space, the facilities, the equipment, and the materials provided are sufficient in quantity and quality to assure instruction of high caliber.
8. If it is necessary for nursing students to use living quarters provided by the cooperating institution, the same housing provisions are made for them as are made for other students.

9. The policies of the cooperating institution in respect to the educational and experiential qualifications of instructional personnel and to the faculty-student ratio are consistent with those established by the school of nursing.
10. The personnel of both the school and the cooperating institution maintain a continuing exchange of information about objectives, content, quality of instruction, standards, policies, and evaluative practices through such means as meetings and conferences in order to assure continuity and unity of purpose.

The following special considerations apply when an arrangement involves a collegiate institution.

1. The selection and admission policies of the school of nursing include requirements that meet those established by the college for enrollment in the courses.
2. The students of nursing are enrolled in courses offered to college students.

Agreements outlining the nature of the arrangement should be in written form, approved by the appropriate groups in the school of nursing and in the cooperating institution, and reviewed periodically. Responsibility for seeing to it that the arrangements spelled out in the agreement are implemented resides with the administrative authorities and the personnel of both institutions.

In the case of a cooperative relationship between an independent school of nursing or a school that provides its own instructor (or instructors) and a hospital or a community agency for the use of certain clinical or patient resources, the terms of the agreement should indicate the responsibility of the instructors for the students in the clinical area; the type and the number of clinical units to be utilized; the time (year, school term, et cetera) during which the students will be using the units for learning; and the responsibility of the cooperating agency for providing an environment where quality nursing services exist and for making available appropriate facilities for the use of instructors and students—for example, conference rooms, locker spaces, and library and dining facilities. It is the obligation of the administrative authorities and the personnel of both institutions to make certain that the spirit of an agreement is lived up to. In the case of an independent school of nursing, it is necessary that an agreement be made with all institutions utilized by the faculty to implement the curriculum plan.

Individual faculty members should write periodic reports on their activities, accomplishments, and plans and/or recommendations for the future. Committees of the faculty organization should also prepare written reports

on their activities and accomplishments. These reports can serve as a basis for the director's annual report to the governing body and other appropriate individuals and groups. All reports, including those containing recommendations from or to the school, should be made accessible to the faculty and should be utilized in the orientation of personnel, in the evaluation of the school and the diploma program, and in the formulation and initiation of plans for ongoing improvement.

A variety of factors influence the number of faculty and other staff needed in each school situation. Basic considerations with regard to the personnel designated as faculty include (1) the size of the student body; (2) the scope of the school's objectives; (3) the school's pattern of organization; (4) the kinds of library, counseling, and health services provided; (5) the curriculum plan and the arrangement of courses; (6) the educational facilities and resources needed and used; and (7) the teaching methods utilized. In a single-purpose school of nursing, the individuals appointed to provide library, counseling, and health services must be viewed as part of the faculty group.

Two additional factors affect specifically the number of teaching faculty needed: (1) the teacher-student ratio in nursing courses, which must be higher when students are learning to give direct care to patients in the clinical laboratory than during classroom instruction and (2) the extent to which teachers assume responsibilities other than those of instruction, preparation, and guiding learning, such as personal counseling of students, advising students and other groups, participating in the faculty organization, and serving on committees in the school and the community. Also, the total number of faculty personnel needed is affected in large measure by the educational preparation and the experiential qualifications of the individuals employed by the school.

A school should recruit, select, appoint, and promote faculty on the basis of qualifications, not on the basis of race, color, sex, creed, or ethnic origin. Policies for selection of faculty should identify the educational preparation, the background of experience, the personal characteristics, and the commitment to diploma education viewed as relevant to the designated positions and the operation of the school.

The process leading to the appointment of a faculty member should include a variety of activities that will afford both faculty and the director of the school ample opportunity to formulate a conclusion about the individual's potential contribution to the school and that will enable the applicant to determine whether the school provides the kind of environment in which he or she can best function. The policies governing appointment should indicate the role played by the faculty and the director in the process and

specify the terms of an appointment, such as the position title, the general and specific functions of the position, the person to whom the employee is immediately responsible, the salary, the duration of the appointment, and the conditions governing the renewal of the appointment.

Some sort of written documentation is needed to formalize the appointment of each faculty member. Two kinds have been used by schools: a detailed letter of appointment or a specific agreement between the individual and the school that is signed by both parties confirming the appointment. Appointments are usually renewed on an annual basis.

Promotion policies for faculty should be designed (1) to give recognition to the individual's quality of performance, degree of interest, and aptitude for additional or different responsibilities and (2) to influence positively the individual and collective morale and career goals of the faculty. The length of time an individual has been employed by the school should be given very low priority in the policies regarding promotion.

Each school offering a diploma program in nursing needs to identify the various categories of positions that must be filled in order to operate as an educational institution. Descriptions of these position classifications are usually developed by the faculty group. Such descriptions identify qualifications and responsibilities appropriate to each position title and serve as guides for the carrying out of the designated responsibilities.

Written personnel policies should be developed cooperatively by administrative and instructional personnel of the school. They should provide for leaves of absence for further study, sick leaves, sabbatical leaves, vacations, holidays, salary increments, a retirement plan, and some form of group insurance. The policy concerning salaries should ensure that they will be commensurate with preparation, responsibility, and performance. Both benefits and salaries should be comparable to those of other schools of nursing in the region.

Each school should have a concrete plan for determining the total faculty load and its distribution among the teaching faculty. This plan will vary from school to school and from individual to individual within an institution, but it should ensure that the work load assigned to each faculty member is compatible with the maintenance of quality in the fulfillment of his teaching responsibility. Consideration must be given to (1) the number of units of instruction, (2) the variety and the number of courses assigned, (3) the time needed for class and laboratory participation and for preparation, revision, and improvement of teaching methods, (4) guidance of students, (5) participation in the faculty organization and its committees, (6) attendance at professional meetings, and (7) participation in workshops, institutes, and special courses.

The administrative officers of the school should provide the time, facilities, resources, and organizational support for a variety of activities planned to help the faculty and other school personnel to achieve personal and professional growth.

In general, an ongoing development program should (1) include comprehensive orientation, (2) provide for the counseling of those faculty members who need to undertake study toward a degree and to develop a plan to complete the required preparation, (3) include activities to meet other needs, such as attendance at a university or a college on a part-time basis, participation in appropriate workshops, conferences, and institutes, and direction and/or participation in research projects, and (4) provide opportunities for faculty as a whole to participate in planned programs that focus on the improving and strengthening of specific aspects of the school for which the faculty has responsibility.

Faculty members, through an organization formalized by rules and regulations, share the authority and the responsibility for the operation of the school. The rules and regulations of a faculty organization should include purposes that spell out the areas of its authority and responsibility and the functions that indicate how the purposes will be attained by the membership. Among the functions inherent in the operation of a school are selection, admission, promotion, and graduation of students; planning, review, and revision of curriculum; implementation of a faculty development program; selection, utilization, and maintenance of library and other educational facilities, resources, and services; establishment and maintenance of student services; and evaluation of all aspects of the school.

The membership of a faculty organization should consist of administrative, instructional, and other personnel who are responsible for essential services to the students and who devote all or the major share of their time to the school either on a part-time or a full-time basis. Each such person should be an active member of the faculty organization and should have a voice in policy-making. Provision for active student participation throughout the organization is essential, and specific ways need to be established whereby students designated to represent the student body truly reflect the thinking of the majority of the students. Resource persons should be asked to participate when their contribution is needed; for example, instructors in cooperating institutions and agencies, special lecturers, nursing service administrators or practitioners, and consultants.

A faculty organization usually has two officers: a chairman and a secretary. Additional officers may be designated as needed in a particular school situation.

Committees serve to facilitate the functional responsibilities of the fac-

ulty organization. The number of standing committees needed will vary according to the size of the faculty group and the functions of the organization. It may be necessary to provide for the appointment of *ad hoc* committees to carry out particular tasks. The composition of the membership of each committee should be determined on the basis of its specified functions. Where the organization includes a committee structure, all committees must report findings and recommendations for the consideration and action of the total faculty organization. The existence of a true self-governing faculty organization is essential to the development and maintenance of (1) healthy faculty morale, (2) a spirit of coordination and cooperation among all those associated with the school, (3) leaders within the group, (4) effective decision-making with regard to educational policies, (5) a questing attitude toward new and/or different concepts and ideas in education and nursing, and (6) free expression and exchange of opinion and information. A faculty may determine that it can function more effectively if organized as a committee of the whole. In this type of faculty organization, the rules and regulations must indicate how systematic attention will be given to all of the functions essential to the operation of a school.

The minutes of the faculty organization and its committees (if they exist) should show clearly the processes used to develop recommendations and policies, the courses of action taken on recommendations, and the decisions made with regard to educational policies. Since minutes serve as historical records, they should include pertinent data for use by the faculty when progress is reviewed, future developments are planned, and annual and other reports are prepared. Also, they should be included in the plan of orientation of new school personnel. In order to accomplish these ends, the minutes should follow a uniform format.

The determination, approval, and implementation of policies that relate to fulfilling each function designated in the faculty organization rules and regulations are the responsibility of the faculty. The faculty organization should indicate clearly how policies are formulated, evaluated, and approved.

Since evaluation is an integral part of any educational endeavor, the development and implementation of a plan for the systematic evaluation of all aspects of the school become fundamental responsibilities of faculty personnel. Acceptance of these responsibilities indicates recognition of the fact that the needs of students of nursing and consumers of nursing change as developments occur in education and modifications evolve in nursing practice and health care.

A plan of systematic evaluation should provide for the collection of sig-

nificant objective data about general and specific components of the school according to a time schedule tailored to the dynamics of the situation. The components and aspects that need to be included in such a plan must be identified within each individual school. Some of the more obvious school aspects to be evaluated systematically are: the philosophy and objectives of the school; the administrative and organizational plan and relationships with the governing body; the budget or financial plan; the agreements and relationships with cooperating institutions and agencies; the number of faculty and other staff needed by the school; the school personnel policies; the faculty organization; the system of records and reports; the qualifications, responsibilities, and functions of school personnel; the admission requirements and procedures; student activities and organizations; the plan and arrangement of the curriculum; the course offerings; the evaluation, promotion, and graduation of students; the resources and facilities for administration, teaching, and learning; the housing, the food service, and the health and guidance services.

Although a number of the aspects cited above may need attention on a month-to-month basis, the overall plan of systematic evaluation should cover a period of sufficient length—two, three, four, or more years—to permit the use of efficacious fact-finding techniques and instruments to collect evidence necessary for making judgments as to successes and for diagnosing difficulties. Within the time boundaries of the overall plan, the frequency of study of any one school aspect may also vary as determined to be appropriate by the faculty.

Implementation of a plan of evaluation will assist the faculty to determine where it is going and what improvements need to be initiated. A sound approach to evaluation will aid in setting priorities by differentiating matters that require immediate or frequent attention and those that are part of a long-range development and improvement plan. Systematic study may point up the need to reorganize the sequential arrangement of courses, to add or delete certain course content, or to use different teaching methods in presenting a particular course. Possibly, it will result in the determination that certain policies must be changed or that the plan of evaluation itself needs to be modified.

Understandably, changes in any one part of a school should not be initiated until they have been studied from every angle and an assessment has been made as to the possible effect of the proposed changes not only on the school and the curriculum but also on future graduates and their ability to meet the needs of patients.

Each school of nursing must have a plan of recruitment designed to help prospective students to understand the philosophy and objectives of the

school and the requirements for success in the nursing program. The ways in which recruitment plans are carried out will vary from school to school, and each school will need to develop and implement the kind of plan that will attract the student whose interest and goals in nursing are suited to diploma education for nursing. Activities might include distributing the school catalogue or special flyers describing the school, contacting groups of individuals at schools or through special clubs, holding open house, corresponding with individuals, interviewing, and so on. The effectiveness of the plan can be determined to some degree by the number of those students attracted to the school who successfully complete the diploma program.

Records and reports serve many useful purposes in the operation of a school. They constitute a comprehensive and cumulative source of information about the school, individual students, the faculty, and the curriculum, serve as a vital source of historical information, and can be used as a basis for study and long-term planning. They can also provide a means of communication with respect to developments and progress within the school.

To be of significant value, a system of records must present a well-rounded view of each student's progress—in personal development and health no less than in educational achievement. Records maintained for each faculty member should show his continued development and progress in the school. Records must be capable of arousing the interest of students and teachers, as well as of others interested in nursing education, and so spur them on to greater effort. In order to be readily interpreted and understood, data must be expressed in language or symbols familiar to all users.

Only information serving a purpose for the student or the school should be included in records. Teachers should be given instruction in their interpretation and use, and the records should be simple enough to permit routine recording to be done by nonprofessional personnel. It is important that the system allow for freedom of expression by persons supplying data and for a format that does not tend to fix curriculum patterns. Provision should be made for the safe storage of records and reports to prevent loss, destruction, or unauthorized use, but they must also be readily accessible to the faculty. Review of all records should take place at definite periods to make sure that those in use are adequate and meet the needs of the school.

The school bulletin or catalogue should be current and describe the philosophy and objectives of the school, its accreditation and approval status, the diploma nursing program and its arrangement, the instructional personnel, the responsibilities of the school, and the responsibilities of the students.

FACULTY

Faculty is a term used in educational circles to identify the body of persons responsible for the administration of a school and its services and for the instructional program offered by the school.

The faculty of a school of nursing—as of any educational institution—has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, and those aspects of student life that relate to the educational process—instruction, guidance toward personal and vocational goals, and evaluation of progress and achievement. A diagnosis of these responsibilities leads to the realization of the sizeable number of persons and things involved: the administrative officers; the instructors; the personnel responsible for student services; the students; the school objectives; the curriculum to be planned and implemented; the means and methods to be employed; the assessment of the success or failure of both instruction and learning; the buildings and laboratories in which the educational endeavor is to take place and the equipment required; the values and traditions of the nursing profession; and the pressures and demands of society.

The existence of these elements in the educational milieu underscores the importance of the qualifications of the faculty—administrative as well as instructional.

The faculty member who has administrative responsibility for the direction of the school should have academic preparation at the masters level and experience that makes possible the exercise of leadership within the institution and representation of the school to its many publics. The recognized leader of a school of nursing has certain prerogatives and power. The way in which this power is used will affect both the productivity of individuals and groups within the school and the extent of their participation in decision-making.

According to Schmidt,¹ “the effective leader is flexible rather than rigid. Is aware of forces in himself, in the group, and forces in the situation. He chooses his style of leadership after assessing these forces. Is honest in dealing with those he leads. He lets group members know how much influence they will have on a given issue and how he will use his authority as a leader. Keeps in mind both the immediate problem and the long-range

effectiveness of the group. Does not try to avoid responsibility by the simple expedient of involving others in the decision. Makes certain that necessary decisions are made—by the group whenever this is feasible; by himself if the situation requires this.”

The faculty of any school of nursing may include persons other than nurses. The variety and number of these individuals will vary according to the school situation. However, each member of the faculty who is responsible for instruction should have a masters degree. The degree should denote mastery of course content and experiences essential to functioning as a teacher with responsibilities for defined courses or instructional areas of the curriculum. Education at the masters level in general prepares for specialization and is distinguished by concentrated study in a specific field, introduction to research methods, and independent study of a significant problem, using research techniques.

In nursing, most masters programs combine study in a clinical area, such as maternal and child nursing, medical-surgical nursing, or psychiatric nursing, with the study of a functional activity, such as teaching or administration. Although nursing may be the major focus of a program, masters education also includes advanced courses in the natural and social sciences and other subjects relevant to the area of specialization.

Teaching in a school of nursing, as in any educational situation, demands of the instructor wide knowledge, subtle insights, complicated skills, and dynamic personality. Precise information about what makes a teacher effective is lacking. Nonetheless, the fragmentary results of many studies provide valuable clues to some of the qualities, abilities, skills, and personality traits that characterize the effective teacher. These are:

1. Ready knowledge of subject matter.
2. Enthusiastic liking of subject matter.
3. Intimate knowledge of the way persons learn.
4. Talent for inviting and encouraging learning.
5. Knowledge concerning the growth of human personality.
6. Understanding of the structure of society.
7. Recognition of the ways individuals and environments interact and affect each other.
8. Kindliness and consideration for the individual student.
9. Interest in knowing students and their problems.
10. Proficiency in communicating with students.
11. Knowledge of ethical values and persistent truths.
12. Well-established personal values and appreciations.

13. Concern for and understanding of people—their needs, problems, interests, and goals.
14. Creativity in use of instructional methods, techniques, tools, and strategies.
15. Democratic attitude; ability to work with others.
16. Patience.
17. Wide interests.
18. Pleasing personal appearance and manner.
19. Fairness and impartiality.
20. Sense of humor.
21. Good disposition and consistent behavior.
22. Flexibility.
23. Use of recognition and praise.

In addition to the foregoing, the effective nursing instructor should be able to cite a demonstrated interest in nursing and its improvement, experience as a general duty nurse, and experience as a practitioner in the clinical field of nursing in which course content will be taught.

The value of the past experience of each faculty member, regardless of its scope and focus should not be overlooked or minimized. Participation in any teaching-learning situation will have given the individual an experiential foundation on which to build as a faculty member in a school of nursing.

Competence and effectiveness in teaching are not possible without a sincere desire to grow both personally and in professional knowledge and skill, which means willingness to relinquish the easy, well-known routines and instead, to go through the arduous process of learning new ways. It follows, then, that each faculty member must assume responsibility for growth as a teacher in a particular curriculum area. The school has a parallel responsibility for maintaining an environment in which the faculty member can exercise initiative in identifying his growth needs to meet desired improvement goals.

The responsibility for planning, implementing, and evaluating an ongoing development program in relation to identified needs rests with the total faculty. The first phase of such a development program is the orientation of new members of the school faculty and staff and of those members who have been promoted or have changed their positions within the school. Orientation in each instance has a direct bearing upon the effectiveness of their contributions to the school and serves to motivate continued interest in self-development and professional improvement. For the new member,

the orientation plan should provide for introduction to all aspects of the educational situation: the philosophy and the objectives of the school; the administration and the organization of the school and the faculty; the curriculum plan and the facilities and resources used in its implementation; the student organization and student activities; the facilities; the system of keeping records; the student and faculty services; the library; and the community. In the case of the member who is changing positions and responsibilities, an individual plan must be established to meet his or her particular needs.

The topics or themes selected for the ongoing development program for a given year should serve a specific purpose that is consistent with the general goals of inservice education. The scope and the content of each session must be well defined and clearly differentiated from activities that relate to implementation of the functional responsibilities of the faculty organization. The development program should provide assistance in areas that pertain to school and teaching responsibilities, such as principles of organization and administration, management and the decision-making process, curriculum development, methods of teaching, testing devices and evaluation techniques, and guidance and counseling concepts and tools.

Each faculty member must share in the task of establishing policies and in carrying on the business of the school. No member should evade participation in faculty organization meetings and service on organizational committees. These are the channels through which each contributes to the formulation of school policies, the improvement of educational quality, and the correction of academic and institutional deficiencies.

Interest in civic associations and membership in appropriate professional and community organizations are essential to each faculty member's continued effectiveness and development. These interests must be translated into active participation if significant benefits are to accrue to the individual, the entire faculty, and the school.

1. Warren H. Schmidt. *The Leader Looks at Styles of Leadership*. Rev. ed. Washington, D.C., Leadership Resources, Inc., 1965.

STUDENTS

The focus of any educational endeavor must be the student. Students seeking admission to a nursing school may be men or women, single or married, and their ages may range from the late teens to well into maturity. Also, they present a heterogeneous mix of races, creeds, colors, or national origins.

The admission policies of the school as determined by the faculty must be consistent with the school's philosophy and objectives. It is also necessary that they provide for the enrollment of students who will succeed in the type of diploma program in nursing offered and for the consistent application of nondiscriminatory practices in regard to sex, race, creed, color, or national origin.

Policies should be stated so as to relate to the applicant's interest in nursing and his or her academic achievement, personal qualities, health, and past experiences. The forms and records used to secure essential admission information must be accurate, clear, and complete. A system for maintaining the confidentiality of such information must be established and adhered to by all who participate in admission procedures and use or have access to completed records and forms.

In today's society, opportunities for admission to a diploma program in nursing must be made available to individuals who (1) wish to transfer from other types of basic preparatory programs, both in nursing and in other health disciplines, (2) desire readmission after a hiatus in their education in nursing, and (3) are licensed practical or vocational nurses and wish to change career goals in nursing.

In the case of the individual who seeks transfer or readmission, specific policies and procedures will need to be defined for determining his or her placement in the diploma program. The applicant's previous educational experiences in nursing should be carefully assessed in order that his education can be continued with the minimum loss of time and the faculty can be assured that upon completion of the program the student will qualify as a safe practitioner.

As indicated above, the third consideration facing faculties in diploma programs is the request for admission of graduates from bona fide practical nursing programs. Specific policies and procedures will also be needed to determine their placement in the diploma program.

The development and/or selection of evaluative tools to determine the placement of transfer students, readmission students, and practical nurse students in the program is the responsibility of the faculty.

In all instances, information about an applicant must be carefully studied by the group responsible for the admission of students. The information required should be derived from a variety of sources, including scholastic records, personal data, standardized tests, teacher-made tests if appropriate, and interviews.

In those programs requiring that students take certain courses at a cooperating college, admission requirements of the school of nursing must include the college's requirements for enrollment.

All the students admitted to the school should be officially informed of the exact status of their standing in the program. Two elements indicative of the effectiveness of admission policies are the success of students in the program and the retention of the students until graduation.

Policies and procedures pertaining to student loans and scholarships should be developed within the framework of the philosophy of the controlling institution and clearly defined in writing. The school should develop and maintain a file of all available sources of financial assistance to students, including hospitals, alumnae associations, and governmental, community, and industrial organizations, and the faculty should guide students to these resources as needed. Students who accept loans and scholarships should be familiarized with all the provisions of such assistance. Policies pertaining to part-time employment of students should set limits consistent with state laws governing student employment and with the educational standards and requirements of the school.

Promotion in the broad sense is the process by which a student is permitted to pass from one academic term to the next higher term. Promotion policies as developed by the faculty must identify the minimum requirements for students to achieve in order to progress through the various levels toward the final goal of graduation. The appropriateness of stating policies for probationary promotion cannot be minimized, since each school should make possible the promotion of a student to the next higher level on a trial basis and retention at his level if observation and other evaluation devices indicate that his progress and adjustment are satisfactory.

Graduation policies must specify the minimum educational achievement and other qualifications necessary for the granting of a particular credential—in this instance, the diploma in nursing—by the schools' governing board. These requirements are stated in various ways, such as in terms of units in certain subject matter fields, time periods of residence, minimum grade achievement, or mastery of the courses of study.

Statistical data about the number of applicants, the number of admissions, the attrition of students and the reasons for leaving, and the number of graduates should be collected and kept current for all classes admitted, enrolled, and graduated.

Study of the reasons for students' leaving the school prior to graduation may serve to indicate the extent to which admission policies are realistic and whether or not they were consistently followed at the time of admission.

The school must provide opportunities for the student to have meaningful associations outside the curriculum area with other students and faculty for the development of personal talents and the nurturing of individual responsibilities other than educational. School personnel should encourage and assist students to participate in school- and community-based cultural, organizational, social, and religious activities. The characteristics of the students and the number enrolled will influence to a large extent the scope and specific nature of the student clubs, societies, or organizations needed and developed in the school.

If there is a student organization formalized by rules of procedure, its purpose and functions must reflect student interests, promote the development of purposeful self-direction, foster effective participation, encourage significant involvement in the faculty organization, and support student-faculty cooperation. Through a student organization, students formulate and implement guides or rules that will promote desirable practices related to group living. In other words, the activities of a student organization should contribute to the attainment of those school objectives that cannot be met entirely through the planned curriculum.

The identification of the leadership ability of students and the development of leadership skills may well result from participation in the activities of the student and the faculty organizations.

CURRICULUM

The term *curriculum* is used by educators to represent a variety of concepts. For the purposes of this document, *curriculum* is defined as a systematic group of courses or sequences of subjects required for graduation from the school and for initiation of the legal practice of nursing. A curriculum can be viewed as an instrument through which desired behavioral changes are brought about. It should provide opportunity for the student to understand himself, to know his possibilities, and to know his limitations, and on the basis of that knowledge, to select his own goals in nursing and in life.

A curriculum also must provide opportunities through which students can grow to respect the unique worth of each individual, including themselves, to make reasoned judgments based on the values they hold, and to make constructive use of their talents and those of others for the common good.

The development, implementation, control, and evaluation of the curriculum are responsibilities of every faculty member and require the active involvement of all members in a variety of cooperative activities entailing intensive work and study. Despite differences in their philosophies of education, previous practice and/or instructional experiences and academic and professional education, faculty members must work together within the framework of the philosophy, the objectives, and the policies of the school. Whatever the aspect of the curriculum under consideration, the specific philosophic beliefs about nursing, the learner, the learning process, and the approach to subject matter that have been adopted by the faculty organization must be regarded as the signposts to appropriate and consistent determinations.

The first step in developing the curriculum is the formulation of a plan to involve all instructional personnel in a way that best meets their needs and the needs of the school. In schools where the number of faculty is small, the faculty group would most likely be representative of all major subject areas, including the sciences and related subjects and therefore would probably plan to function as a committee of the whole. In schools with large faculties, the plan would probably designate a standing committee of the faculty organization composed of representatives of each major subject area. In the latter instance, subcommittees or special com-

mittees that involve additional faculty may be charged with the responsibility of working on a specific aspect of curriculum development. Whenever practicable, plans should provide for the participation of instructors from cooperating institutions and agencies.

As each individual becomes actively involved, better understandings of the interrelatedness of all aspects of the curriculum develop, divergent opinions begin to fuse, and radical differences disappear. The more faculty members contribute to curriculum considerations, the better able they are to see the curriculum as a whole and the less danger there is of isolated units and unnecessary duplication of instruction in the course offerings.

In addition to faculty involvement, ways and means of involving students in the development and evaluation of the curriculum must be judiciously planned and implemented.

The curriculum prepares the student—the future nurse practitioner—to use knowledge and skills. Therefore, the faculty must identify objectives that show where the curriculum is headed and plan the curriculum accordingly. Several sets of objectives that clearly describe the expected change in the behavior of the student as he or she progresses from admission to graduation are necessary to successful curriculum development. Curriculum objectives, as one of the sets, should describe the expected behavior of the new graduate and have an obvious relationship to school objectives.

The arranging of the curriculum can be facilitated by identifying levels at points where the content focus changes significantly. The number of levels needed is dependent upon the length of the curriculum and the grouping of courses. There is no set pattern for the length of a level—one level may include two time periods (quarters, semesters, et cetera) whereas another may include six time periods because the grouping of the courses in each instance focuses on a particular major aspect of the student's preparation. The respective foundational knowledge and skills needed for the care of any patient, for the care of individual patients, and for the care and/or management of the care of groups of patients are examples of differing major aspects. The level objectives should describe the student behavior expected at the end of each level, with the set for the final level also serving as the curriculum objectives.

The objectives of the courses within each level should describe the student behavior expected at the end of each course and have an obvious relationship to the level objectives.

The sets of objectives are guidelines for the identification, development, and evaluation of the content and experiences included in each course, each level, and the entire curriculum.

Since the curriculum implements the philosophy and the objectives of a

particular school, rarely if ever can it be copied from others or imposed from without. Preplanning of a general nature is essential to the development of an educationally sound curriculum. This involves identifying the subject matter and learning experiences necessary to fulfill curriculum objectives, considering the educational needs of students, providing for the inclusion of a plan of evaluation, and determining the quantity and quality of resources and facilities available to provide essential learning experiences. Resources and facilities to be considered include:

1. Human—faculty, students, lecturers, consultants.
2. Financial—operating expenses, new materials, teaching equipment, et cetera.
3. Physical—classrooms, laboratories, conference rooms, clinical facilities, library, community agencies, offices.
4. Time—for extensive faculty planning, teaching, implementation, and evaluation.
5. Instructional materials and methods—audio-visual aids, library resources, course outlines, programmed instruction, television, et cetera.

Organization of the curriculum is a complex process. Faculty determination of time periods may be influenced by several factors, such as a cooperative agreement with a college or university, a cooperative agreement with a hospital for a particular nursing course, the faculty's estimation of the time needed by students to achieve curriculum objectives, and the economics of full utilization of the school's resources and facilities.

Faculties need to familiarize themselves with the definitions of current time-period designations—terms, semesters, trimesters, and quarters—and with school-year plans and how they work. The traditional school-year, or academic-year, plan—two semesters of 17 or 18 weeks each, with the first semester broken by the Christmas vacation and the second by the spring vacation—is being replaced in many educational institutions by either a trimester or a quarter plan. In brief, the trimester plan includes three time periods of 14 or 15 weeks each, with vacations occurring between the trimesters, and the quarter plan provides for four time periods of 11 or 12 weeks, with vacations occurring between the quarters. Because of previously stated factors and perhaps others, a school offering a diploma program in nursing may need to use a combination of different school-year plans in organizing its curriculum. Whatever the plan followed, it should provide comparable vacation and holiday time for each class of students. Vacation time is not a legitimate part of the length of a time period.

After identifying the subject matter to be included in the curriculum, the faculty must establish the balance of the courses (biological, physical, and

social sciences, general education, nursing, others) and their relationship to the philosophy of the school and the level objectives. The sequential arrangement of courses should show (1) that foundational subjects are built upon by other courses in order to achieve depth of learning, (2) that significant threads of learning are woven throughout the curriculum in order to bring about both vertical and horizontal associations of learning experiences, and (3) that the objectives, content, and learning experiences of courses increase significantly in depth and expectations. The progression of course content must be designed to increase the students' ability to cope with planned assignments as they move toward increasingly mature organization and utilization of knowledge and skills.

The placement of courses in time periods is determined by a number of considerations: the relationship of course objectives to the level objectives, the number of hours planned for the achievement of the objectives of a particular course, the relationship of one course to other courses, and the educational maturation of the student and his ability to achieve the defined objectives of the course. Thus, even though the last time period of a curriculum may have fewer course offerings than the first, the requirements for attaining the objectives may require intensive outside study and preparation as well as a high degree of concentration and performance. In any of the designated time periods, the sum total of course hours spent by the student in the classroom and laboratory settings (science or clinical) must represent a reasonable educational load and allow time for study. In fact, attention must be given to planning for time periods of the same length to contain similar sums total of course hours so that the demands on the student and the time allowed for study are balanced and consistent throughout the curriculum.

Development of the curriculum includes determination, or selection, of content of courses, identification of facilities and resources needed to implement the courses, and the development of needed lines of communication among all persons who are involved in teaching.

Since the content of nursing courses is closely related to or builds upon content from the sciences, the faculty must carefully determine the kinds of science courses needed and the content and learning experiences to be included in such courses in terms of utilization by the student as he progresses in his ability to apply theoretical principles to the laboratory practice of nursing.

If required science courses must be given through a cooperative arrangement with a nearby college or university, it is important that the faculty select those science courses that (1) are in keeping with the philosophy of the school of nursing, (2) contribute to the attainment of the objectives of

the curriculum, and (3) are general courses available to students in other disciplines. It follows that all faculty must have a thorough understanding of the content of each course and the specific reasons for its inclusion in the curriculum.

With respect to nursing courses, the learning experiences, carefully selected to show the relationship between classroom and clinical laboratory, assist and guide the student by (1) stimulating independent thinking; (2) promoting the development of problem-solving skills; (3) demonstrating the relationship of knowledge to its application in clinical nursing situations; (4) helping to increase depth and breadth of understanding; (5) stimulating the development of essential skills; and (6) engendering intellectual and professional growth.

Tyler identifies ten general principles that are helpful in planning learning experiences.

1. The student must have experiences that give him an opportunity to practice the kind of behavior implied by the objective.
2. The learning experiences must be such that the student obtains satisfactions from carrying on the kind of behavior implied by the objective.
3. The motivation of the learner . . . is an important condition.
4. . . . the learner finds his previous ways of reacting unsatisfactory, so that he is stimulated to try new ways.
5. The learner should have some guidance in trying to carry on the new behavior he is to learn.
6. The learner should have ample and appropriate materials on which to work.
7. The learner should have time to carry on the behavior, to practice it until it has become part of his repertoire.
8. The learner should have opportunity for a good deal of sequential practice. . . .
9. . . . each learner [should] set standards for himself that require him to go beyond his performance, but standards that are attainable.
10. . . . to continue learning beyond the time when a teacher is available, the learner must have means of judging his performance to be able to tell how he is doing. . . .¹

If the diploma program is arranged in such a way that certain of the required nursing courses are given in cooperation with hospitals, it is necessary for faculty to determine that the courses are in keeping with the philosophy of the school of nursing and the objectives of the curriculum.

The resources and facilities selected for student learning must be appropriate to and supportive of the general and specific objectives to be reached. The way in which they are utilized is influenced by the size of the student body, the number and qualifications of the faculty, the number and kinds of

patients, the therapeutic and social services available within the hospital and the cooperating agencies, and the arrangements made for students to plan for continuity of patient care within the hospital and community settings.

Among the most important features of the curriculum development process are communication and coordination among school faculty and by school faculty with instructional personnel in cooperating institutions and agencies and with nursing service personnel in clinical laboratories. Attention must be given to the establishment of appropriate vehicles and time schedules for communications and coordination in order to ensure proper interpretation of the curriculum, to identify the responsibility each is to assume in relation to the learner, and to promote productive discussion of mutual problems.

The implementation of the curriculum requires careful consideration of course outline development, selection and modification of learning experiences, use of appropriate resources, facilities, and teaching methods, and the creation of a climate for learning. Each course should have an outline to serve as a guide in the presentation of the subject matter. No one format for outlines can be designed to meet the needs of all schools; therefore, each faculty needs to develop and accept a common format for outlining the course offerings of its curriculum. The format accepted and used in each school should be the one that best describes how the objectives of each course are met through classroom learning, learning experiences in laboratory settings and other situations, including conference content related to nursing problems and patient care, teaching methods, and bibliographies.

A variety of teaching methods must be employed in the classroom and the clinical laboratory. The methods selected should be appropriate to the objectives of the course, the type of material to be learned, the background of the faculty, the size of the student group, the ability and background of the students, the facilities and resources available, and principles of learning.

The environment developed and maintained for the student will affect the degree to which learning can be achieved. In an environment conducive to optimum learning, certain features are usually present, the most important of which are as follows:

1. There is a healthy relationship between student and teacher—and between teacher and school administration. For this to be possible, the administration must be a democratic one.
2. The learning situations provided meet all the conditions for effective operation of the learning principle of self-activity.

3. The student is viewed as a learner in the clinical laboratory portions of nursing courses as well as in the classroom segments.
4. The use of problem-solving methods is encouraged.
5. The nursing service personnel in the clinical facilities (a) promote good nursing care practices, (b) establish desirable interpersonal relationships with and among all groups, nonprofessional as well as professional, (c) provide nursing care tailored to the needs of individual patients and their families, and (d) plan for continuity of nursing care within the facility as well as with other community institutions and agencies.

An educationally oriented curriculum places a manifold responsibility on the faculty and the individual instructor the fulfillment of which requires that instructional personnel control (1) the assignment of all course experiences, both classroom and clinical, (2) the guidance and supervision of students assigned to clinical laboratories for specified learning experiences, and (3) the evaluation of each student in the light of the objectives of the course and the particular learning situation. Implementation of the curriculum and fulfillment of all aspects of the responsibility call for intra- and extra-school coordination of the use of facilities and resources. Such coordination must be perceived by the faculty and the individual instructor as requiring attention on a long-range basis and adjustment on a short-range or on a day-to-day basis.

The modification of a course for each group of students in order to build on previous course content is necessary. For example, the fourth group of students in a given class taking the course in maternity nursing will have a different background of knowledge and skills than the previous three, so that the theoretical and clinical laboratory experiences must be modified accordingly in order to achieve course objectives and to plan for appropriate adjustments in the use of classrooms, conference rooms, and clinical or community laboratory settings.

An important aspect of the implementation of the curriculum is interpretation—verbal and written—by faculty of plans for achievement of curriculum objectives. Interpretation, to be effective, must be made not only to individuals and groups closely associated with the school but also to individuals and groups in the “outer” communities: the neighborhood, the city, the county, the state, and the nation. The manner of interpretation may be formal or informal. The matter of the interpretation must be presented with clarity and appropriate frequency.

The faculty as a whole and the individual instructor have prominent roles in designing and using interpretative vehicles to inform individuals

and groups, such as students, parents, school governing board, instructors in cooperating institutions and agencies, staff nurses, head nurses and supervisors in clinical resources, and civic organizations.

Evaluation of the curriculum requires that all instructional personnel share in the collection of data, the analysis of data, the identification of recommendations for improvement based on the evidence gathered, and the taking of appropriate action on recommendations to bring about improvement.

Each student currently enrolled and each graduate also has a vital role in the evaluation of the various courses of the curriculum and the curriculum as a whole.

Thorough evaluation of the curriculum requires the use of a variety of methods, tools, and records. For example, evaluation of the entire curriculum will need one approach to the collection of data, whereas evaluation of the levels, courses, and units will require other approaches. The methods and tools used should be selected after clear delineation of the reason for each evaluation activity and its relationship to the overall reasons for evaluation of the curriculum.

Clearly stated objectives of the curriculum and of its levels, courses, and units are essential to evaluation. Since each set of objectives is related to the preceding and following sets in the continuum, the methods and tools used at any point in the continuum should provide data that are pertinent to evaluation of the curriculum as a whole.

Evaluation activities include the use of teacher-made examinations developed from unit and course objectives. Variety in the kinds of written examinations given is desirable, and the teacher must decide which kind of test—essay or objective—and within the latter, which kinds of items—multiple-choice, true-false, matching, completion, et cetera—will most accurately evaluate the student's learning achievements at a given point in a course. The collection of data on the performance of students in the clinical laboratory sessions of each nursing course together with their achievement on written examinations should indicate how successfully students are meeting the course objectives.

Other ways used by faculty and students to approach evaluation of the curriculum include specific assignments designed to show whether the student is achieving objectives and moving progressively toward achievement of the final objectives of the curriculum. Such assignments might include the evaluation of written nursing care plans, term papers, research papers, projects, and performance of students in the classroom when participating in panel discussions, symposiums, et cetera.

Data and information secured from written examinations and perform-

ance assessments regarding the success of a group or class of students in a single course and in the courses offered in a specified level should contribute to the evaluation of the total curriculum.

Other examination tools used to collect data relative to the curriculum are the standardized achievement tests, comprehensive tests, and State Board Test Pool Examinations that have been developed for use on a national basis. Such tests provide data about the relationship of the school's curriculum and the students' achievement to those of other diploma programs and other types of programs.

The essential characteristics of any evaluation activity related to the curriculum and its component parts include the objectivity, reliability, and validity of the method and tool used and the relationship of each to the objectives being evaluated.

The student plays an important role in all evaluation activities, and the faculty must see to it that the student is involved in meaningful and positive ways in each phase of the curriculum evaluation plan. Involvement should extend from the day the student enters the school until some years after graduation. Because the faculty must determine whether or not the curriculum has prepared a nurse who is capable of meeting the basic nursing needs of patients, it is necessary to communicate with the graduate from time to time. Evaluation of curriculum objectives by the graduate can be done through written questionnaires or structured interviews. Another approach is the evaluation of the performance of the graduate by appropriate personnel in the employing institution.

Only when all data have been collected and analyzed in their entirety is the faculty in a position to make improvements in the curriculum plan.

Curriculum improvement and revision must be carefully planned in advance; all difficulties must be specifically defined, new approaches must be mapped, and all foreseeable consequences, negative as well as positive, must be carefully weighed. Curriculum improvement and revision means more than changing the sequence of courses or the yearly time periods; it is a complex process and, to be successful, also involves changes in outlook and perspective on the part of the people responsible for or participating in the program (administrative and instructional personnel and students). Building new expectations, regarding the diploma program in a new light, looking for new relationships and new applications of basic principles when selecting course experiences for students, implementing a systematic assessment plan are absolutely essential if the curriculum is to continue to be dynamic and effective.

1. Ralph W. Tyler. "New Dimensions in Curriculum Development." *Phi Delta Kappa*. Sept. 1966, pages 25-28.

RESOURCES, FACILITIES, AND SERVICES

Available resources, facilities, and services serve as a frame of reference within which the faculty develops the objectives for the school and determines how the objectives are to be met. Resources are defined as the personnel, materials, and finances necessary to the operation of the school. Facilities are the physical structures that serve or are utilized by the school. Services are activities of the school other than those related to curriculum.

It is important for each instructor to have office space that is adequate in size and equipped to permit effective functioning. Offices should be so situated that they provide both access to the area of activity and enough privacy for uninterrupted work and conferences. The administrative offices of the school should be separated from the hospital units. These necessary conditions should always be borne in mind when new educational facilities are planned.

There must be a sufficient number of classrooms, conference rooms, and laboratories to accommodate all groups of students in accordance with their educational needs and the methods of teaching utilized. The rooms should be attractive, have good lighting and adequate heating and ventilation, and contain sufficient equipment to meet the requirements of both students and teachers. For example, blackboards, posters and other visual displays, bulletin boards or other facilities for exhibits, reference materials, movable chairs, conference tables, screens, television receivers—all contribute toward a dynamic approach to teaching.

The amount of laboratory space needed will depend upon a number of factors inherent in the curriculum and upon whether or not facilities of other institutions are utilized. If the science courses are offered by a college or university, the laboratories of these institutions may be used by the students. If the school teaches the science courses or agrees to provide laboratory space, there must be provision for a sufficient work area for each student, a demonstration area for the instructor, and adequate storage space for equipment. There should also be space where the instructor can demonstrate nursing care and where the student can practice nursing, either independently or within a group. The kind of facilities and equipment to be provided will depend upon the objectives and teaching approaches of the faculty.

Adequate storage space is necessary for individual work areas as well as for general supplies and equipment. To guard against shortages of equipment and supplies, it is necessary to make provisions for inventorying them and facilitating their procurement and replacement.

In order that faculty members may perform their functions fully and effectively, it is essential that the school employ sufficient other staff with the competencies needed to support and supplement all faculty and school functions. The supportive staff will vary in number and abilities according to the size of the school and the services offered, but it is essential that it include competent secretarial and clerical personnel. Other staff may be employed to conduct the recruitment program, process all admission records, care for and operate electronic equipment, plan and implement a recreational and social program for students, manage and supervise the residence facilities and personnel, and carry out other nonacademic activities. Requiring faculty members to carry out or be responsible for clerical or secretarial functions or other activities not associated with the functions of the position not only deprives the students of the faculty members' time and attention but is economically unsound.

The hospitals that are used as clinical resources by the school should be accredited by the Joint Commission on Accreditation of Hospitals. Patients in various age groups and stages of illness, as well as in sufficient number, should be available in the clinical units where students receive their experience so as to provide them with a variety of nursing care problems. It is essential that instructors be familiar with the kinds and the needs of patients on each clinical unit used as a laboratory. Also, it should be remembered that the number of students that can be assigned to a unit during any one clinical laboratory period must be determined by the number and kinds of patients it contains. When the resources in hospitals are inadequate to meet the objectives of the curriculum, arrangements should be made through cooperation with other institutions and agencies to provide the students with the learning experiences they need. These agencies and institutions should meet standards established by appropriate groups, such as the state department of education, the local or state health department, or a national organization concerned with the particular service offered. If a college is utilized for one or more courses, this institution should be accredited by the appropriate regional accrediting association.

Communication and understanding are essential to good relationships between the faculty and the personnel who are responsible for the implementation of the objectives of the particular institution or agency being utilized by the school of nursing. Each group must understand the other's philosophy and objectives, since these understandings are requisite to the

provision of an environment in which effective learning can take place. In the case of the hospital or agency in which nursing care is the focus of the students' learning, the functioning of the nursing service units must be such that students can observe quality nursing care directly administered by all categories of nursing service personnel—professional as well as nonprofessional. Besides qualified personnel, safe and effective nursing care requires a sufficient quantity of appropriate supplies. It is the responsibility of the nursing service units to provide these, also.

A number of approaches to establishing direct communication and mutual understanding between groups can be utilized. One way is to establish joint meetings, perhaps in the form of a committee or a coordinating council representing both groups. Another way is to invite appropriate personnel to attend selected faculty committee meetings to discuss mutual concerns or problems or to exchange information. In any case, formal and informal conferences between instructors and staff of the clinical units should be scheduled. Exchange visits by faculty members and the representatives of the cooperating institutions and agencies to the school of nursing extend the understanding of each group's objectives and the ways in which the objectives are achieved.

Of critical importance to both the quality and the growth of the school of nursing is the provision of adequate library resources. An effective library program embraces instruction, service, and activity throughout the school rather than being confined within the walls of the library. Such a program requires the employment of a professional librarian to head the library. The librarian should be given faculty status and sufficient staff to make the resources of the library available to students and faculty during the hours when they are free to use them.

The holdings should be appropriate in size and scope to the purposes, content, and size of the educational program. The number of titles in the library relates to the curriculum content and objectives rather than to the number of students enrolled. The number of duplicate copies required will vary according to the number of students using particular titles at a given time. Besides the necessary professional and technical books, reference works, periodicals, and ephemeral materials, the resources should include a variety of audio-visual materials, such as charts, models, slides, films and filmstrips, disc and tape recordings, and other such materials needed by faculty and students. It is essential that the holdings be catalogued according to a standard system. The librarian and the faculty will need to review holdings periodically for the purpose of withdrawing obsolete materials, deciding on new accessions, and maintaining a reserve section.

The physical equipment of the library should include good lighting and

functional and harmonious furnishings and arrangements, so that faculty and students will find it a comfortable and pleasant place in which to work. In addition to the basic equipment needed for maintaining the collections of books and periodicals, equipment will be needed for maintaining the collections of other essential resources, such as ephemeral literature and audio-visual materials. Sufficient space should be set aside for quiet study and leisure-time reading. If independent learning is being pursued by the students, space for the individual to study in seclusion is also necessary.

Effective utilization of the library is directly related to the ability and willingness of the faculty and students to use its resources as well as the extent to which the teaching and learning activities require use of the library. In this connection, an important responsibility of the librarian is to provide guidance to faculty and students on the use of the resources and to stimulate both groups to make optimum use of the library, not only in their teaching and learning activities but also for the purpose of self-development. Other important functions of the librarian are to orient new faculty and students to the library; to consult with faculty on the acquisition of materials related to particular subject areas and units of instruction; to collect ephemeral materials related to course offerings and other pamphlet and loose-leaf materials pertinent to the educational program; to collect historical data about the school, such as reports, catalogues, programs, et cetera; to arrange interlibrary loans; and to publicize the library's resources and services.

The policies and the administration of the library should be similar to those of any educational library system. The faculty organization should make provision for determining the policies and practices most likely to promote optimum use of the library. The amount of the annual appropriation for new titles and needed replacements must be sufficient to keep all holdings up to date.

The library should be evaluated in terms of its holdings and their organization for use in relation to the purposes of the educational program offered and its effectiveness as reflected by the ways in which it is used and the extent to which it is used by students and faculty. The standards established by the American Library Association,¹ as well as those established by NLN,² are useful for this purpose.

Some faculties prefer to maintain separate libraries for their schools; others prefer to share a combined library with other groups, having found that the pooling of library resources makes for more extensive and better holdings and a larger and better-qualified library staff. In the latter case, the faculty and students must have a voice in the acquisition of books and other resources to meet their needs. Also, if a combined library is used,

the budget for the nursing collection should be a separate item in the library budget.

The health service should be concerned with the maintenance of student health, physical and mental, as well as with care during illness. Its objectives and policies, formulated by the faculty, should relate to the needs of the students enrolled, and its records should show how the service is implemented. In planning such a service, the responsibility of the individual student, as well as that of the school, must be made plain in the delineation of policies. Costs, of course, must be taken into consideration. In estimating costs, it might be well to remember that without adequate medical and nursing supervision, no health service is likely to be effective. The approach to providing this service will vary from school to school. For example, in some instances, the school maintains the health service and employs the needed medical and nursing personnel; in other instances, the school's service is integrated into the health service of the hospital; and in still other instances, the student is expected to assume responsibility for certain aspects of the service and for reporting to the member of the school staff designated to coordinate all aspects of the health service.

The guidance services should include personal, professional, and academic counseling. Responsibility for the development of objectives and policies for these services rests with the faculty. The direction and coordination of the services must be clearly defined. Some schools employ qualified counselors on a full- or part-time basis, and these persons carry out the major part of the guidance activities. In such instances, however, faculty members continue to fulfill guidance responsibilities related to the role of the instructor. If a qualified counselor is not employed, faculty members must assume major responsibility for meeting the students' counseling and guidance needs. It is also the faculty's responsibility to create an environment that supports the objectives of the guidance and counseling services, and the plan of implementation should include conferences initiated by either faculty or students. Provision should be made for the referral of students with problems to appropriate specialists—skilled counselors, psychiatrists, psychologists, or religious advisors—for professional or personal guidance. The school and the cooperating agencies should make provision for the exchange of pertinent information regarding the counseling of students. The guidance records should include preadmission data as well as information regarding each student's use of the services. The confidential aspects of the counseling and guidance process should be respected and maintained by all personnel concerned.

The school should have definitive policies concerning student housing, whether in the community or on the campus. Consideration should be given

to the proportion of the cost the student will be expected to assume for room, board, locker facilities, and other services. If housing facilities are made available by the school, a safe and healthful environment should be created and maintained. Safety rules, regulations, and practices must, of course, be understood and observed. These include appropriate supervision of housing facilities and periodic inspection of all safety devices—for example, fire extinguishers, exits, et cetera.

Food service for students is usually provided through the regular food services of the hospital. The diet must be sufficient in variety and quantity to meet the nutritional needs of active adults.

1. *Standards for Library Service in Health Care Institutions*. Rev. ed. Chicago, American Library Association, 1970.

2. National League for Nursing. *Guide for the Development of Libraries for Schools of Nursing*. 3d ed. New York, the League, 1971.

SUMMARY STATEMENT ON EVALUATION

As has been indicated throughout this guide, evaluation is an integral part of the educational process and of every aspect of a school—its philosophy and objectives, administration and organization, faculty, students, curriculum, resources, facilities, and services. Evaluation is a complex process involving the use of many techniques and procedures in keeping with the way in which the faculty is organized, the opportunities provided for student self-development, and the way in which the curriculum is organized and implemented and requiring that all who are associated with a school of nursing understand the purposes of evaluation, the basic principles of evaluation, and that all aspects of the school must be a part of the plan of systematic evaluation.

Evaluation serves (1) to point out the strengths and weaknesses of each aspect of the school, (2) as the basis for making judgments in regard to needed improvements, and (3) to test approaches that reflect advances in education, nursing, and school administration.

In order to carry out systematic evaluation of the school, the faculty must first develop a master plan in which each aspect and its component parts are identified and given due consideration. The plan must include the purposes to be achieved through evaluation of each component, the time allocated for the evaluation, the frequency of the evaluation, and the group or individual responsible for the evaluation. In developing the plan, the faculty needs to determine for each component the extent and depth of the evaluation activities. Doing so will involve careful study of the purposes of the component and determination of the kinds of data needed to achieve meaningful evaluation of the component, the methods and tools used to collect the data, the persons to be involved, and the time needed to analyze the data collected and to formulate recommendations for faculty action. Evaluation of some components of the school will require relatively simple evaluative procedures, a short period of time, the involvement of a limited number of faculty, and reconsideration at intervals of two, three, or five years. For example, the chart showing the organizational plan for the school would be evaluated only when changes occur in the formal structure of the school, in the titles of school personnel, in cooperating institutions, or in the lines of authority, relationships, and communication shown in the chart.

On the other hand, some components require more complicated evalua-

tive procedures and techniques, a longer period of time, the involvement of a larger number of the faculty, the collection of a wider variety of data, and the incorporation of the data into a comprehensive plan of evaluation. An example of this approach to evaluation is described earlier in the section on curriculum.

Evaluation of each aspect and its component parts takes considerable time; therefore, it is important that the individuals or the group responsible for the evaluation initiate work well ahead of deadline dates, including the development of the specific methods and tools necessary for the collection of the data required, such as questionnaires, opinionnaires, structured interviews, specific record forms, et cetera.

Procedures for keeping the faculty informed about the progress made in the implementation of the plan for evaluation of a particular component must be established, so that the faculty's appraisal of and final action on each recommendation will be based on a thorough knowledge of the reasons for and the significance of all factors that prompted the recommendation.

In the final analysis, if the overall evaluation plan developed by the faculty is objectively conceived and implemented through the use of reliable and appropriate evaluative methods and tools, the outcomes will be valid and the evaluation will result in significant improvements in the educational program.

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